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ABSTRACT

Papers by teachers and teacher trainers address issues in bilingualism and related teaching techniques in the elementary school classroom in England. They are derived from an inservice teacher training project. Essays include: "Investigating Children's Discourse in the Primary Classroom: The Linguistic Demands of Classroom Tasks" (Nanette Godfrey, Silvia Skinner); "Story as Vehicle: The Making of a Kit" (Edie Garvie); "The Assessment of Bilingual Children" (Ann Robson); "Towards Equality in the Classroom" (Farzana Turner, Ola Francombe); "Towards Bilingualism in the Primary School: Supporting New Arrivals as They Acquire English--A Scottish Perspective" (Ann Hindle); "The Welsh Perspective on Working with Bilingual Children in the Primary School" (William H. Raybould); "Issues in the Language Education of Bilingual Children: Summary of the Open Forum for Participants' Contributions" (Mahendra K. Verma, Karen P. Corrigan, Sally Firth); "Promoting Young ESL Children's Written Language Development" (Lindy Bates); "Old Sounds and New Sounds: Bilinguals Learning ESL" (Mahendra K. Verma, Sally Firth); "Bilingual Children and their Assessment Through Mother Tongue" (Jean Mills); "Oracy Issues in ESL Teaching in Key Stage 2: Using the Language Master as a Bridge between Non-Standard and Standard English" (Mary Rose Peate); and "The Bilingual Child--Learning and Teaching in Multicultural Contexts: Summary of the Open Forum for Participants' Contributions" (Mahendra K. Verma, Sally Firth). (MSE)